

## FILE C

### **Social Studies:**

**Item Information and Scoring Guide Reference  
Sheet and Quantities of Items by Type ..... C-2**

Item Information and Scoring Guide  
Reference Sheet ..... C-3

Quantities of Items by Type ..... C-4

**Items with Keys, Learning Results, Scoring Guides,  
Training Notes, and Student Responses ..... C-5**

[Back to Table of Contents](#)

# **Social Studies**

## **Item Information and Scoring Guide Reference Sheet and Quantities of Items by Type**

# Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **SA#:** the short-answer item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Short-Answer Scoring Guide:** the two-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

## **MAINE 2001–2002**

### **Social Studies Grade 11**

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all short-answer and constructed-response items follow.

#### **QUANTITIES OF ITEMS BY TYPE**

<b>MC</b>	<b>SA</b>	<b>CR</b>
20	5	5

**Items with Keys, Learning Results,  
Scoring Guides, Training Notes, and Student Responses**

1. Which statement **best** describes the effects of technology in the last fifty years?
  - A. Technology has eliminated famine and disease.
  - B. Technology has made it hard for non-Western nations to develop economically.
  - C. Technology has led to limited trade between most countries.
  - D. Technology has accelerated the mixing of different cultures.

**MC#: 1**

**Key: D**

**Learning Results:** Geography B-3

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.  
Students will be able to
- 3 analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.

2. Which statement is true about labor unions in the United States in the late 1800s?
- A. Labor unions encountered opposition from both business and government.
  - B. The majority of farmworkers belonged to labor unions.
  - C. The federal government actively supported labor unions' right to strike.
  - D. Intervention by business leaders destroyed the labor unions.

**MC#: 2**

**Key: A**

**Learning Results:** History B-1

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:
- |                               |                       |
|-------------------------------|-----------------------|
| Industrialization             | The Great Depression  |
| The Cold War (and its ending) | WWI and WWII          |
| The Vietnam Era               | Civil Rights Movement |
| Watergate                     |                       |

3. Which of the following is the **most likely** reason people in the United States have opposed closer economic and diplomatic ties with the People's Republic of China?
- A. China's failure to repay its war debts
  - B. concerns about upsetting Chinese American citizens
  - C. human rights abuses in China
  - D. fears about antagonizing South Korea and Japan

**MC#: 3**

**Key: C**

**Learning Results:** Civics and Government D-3

International Relations

- D Students will understand the political relationships among the United States and other nations. Students will be able to
- 3 demonstrate how domestic policy may impose constraints or obligations on United States actions in the world, using current examples.



4. The culture of one group of people can spread, influencing other areas of the world. Think about the development of central California in the last half of the 1800s. Which culture had the **least** influence on central California?
- A. eastern Asia
  - B. Mexico
  - C. eastern United States
  - D. France

**MC#: 4**

**Key: D**

**Learning Results: Geography B-3**

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.  
Students will be able to
- 3 analyze how technologies contribute to cultural sharing and separation, and identify examples of the spread of cultural traits.

5. There are three ways governments can restrict foreign imports: tariffs, embargoes, and quotas. What is the **most likely** effect of these restrictions on imported products?
- A. The price consumers pay for the product will rise.
  - B. The price consumers pay for the product will lower.
  - C. The supply of the product will increase.
  - D. The demand for the product will increase.

**MC#: 5**

**Key: A**

**Learning Results:** Economics D-2

International Trade and Global Interdependence

- D Students will understand the patterns and results of international trade. Students will be able to
- 2 evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

1. first message sent by telegraph
  2. first machines powered by electricity
  3. first textile mills established
  4. first railroads built
6. Which list gives these technological advances in correct chronological order?
- A. 4, 3, 2, 1
  - B. 2, 1, 3, 4
  - C. 3, 4, 1, 2
  - D. 1, 2, 3, 4

**MC#: 6**

**Key: C**

**Learning Results: History A-1**

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 1 identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras below.)

Eras in United States History

- The Americas to 1600
- The Colonial Era, 1500–1754
- The Revolutionary Era, 1754–1783
- Nation Building, 1783–1815
- The Expanding Nation, 1815–1850
- Civil War and Reconstruction, 1850–1877
- Development of the Industrial United States, 1865–1914
- The Progressive Era, 1890–1914
- Emergence of the United States as a World Power, 1890–1920
- The 20s: Prosperity and Problems
- Depression and The New Deal, 1929–1941
- World War II and Post-War United States, 1939–1961
- Contemporary United States, 1961–Present

Eras in World History

- Emergence of Civilization to 1000 B.C.
- The Classical Civilizations of the Mediterranean Basin, India, and China, B.C.1000–A.D. 600
- The Expansion and Interaction of Civilizations, A.D.600–A.D. 1450
- The Early Modern World, 1450–1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

7. Three basic kinds of economic systems are traditional, command, and market. Currently Cuba has a command economy. Which of the following is an advantage consumers usually have in a command economy?
- A. Prices drop when the supply of goods becomes scarcer.
  - B. Prices remain stable regardless of changes in supply and demand.
  - C. The government allows businesses to do what they want.
  - D. The government makes sure that there are plenty of consumer goods for everyone.

**MC#: 7**

**Key: B**

**Learning Results: Economics C-2**

Comparative Systems

- C Students will analyze how different economic systems function and change over time. Students will be able to
- 2 compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.

8. Which of the following is a sole power that only the House of Representatives has?
- A. deciding if laws are constitutional
  - B. approving foreign treaties
  - C. bringing charges of impeachment
  - D. passing the annual government budget

**MC#: 8**

**Key: C**

**Learning Results:** Civics and Government C-5

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 5 demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., *Marbury vs. Madison*, Gulf of Tonkin Resolution, Watergate).

*The following passage is taken from an 1892 political party platform. Read it and then answer question 9.*

Corruption dominates the ballot-box, the Legislatures, the Congress . . . The newspapers are largely subsidized or muzzled, public opinion silenced, business prostrated, homes covered with mortgages, labor impoverished, and the land concentrating in the hands of the capitalists . . . We demand free and unlimited coinage of silver and gold . . . We demand a graduated income tax . . . the government should own and operate the railroads in the interest of the people . . .

9. Which reform party issued this statement?
- A. Federalists
  - B. Populists
  - C. Know-Nothings
  - D. Whigs

**MC#: 9**

**Key: B**

**Learning Results: History B-1**

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 1 demonstrate an understanding of the causes and effects of major events in United States history and their connection to both Maine and world history with emphasis on events after 1877, including, but not limited to:

Industrialization	The Great Depression
The Cold War (and its ending)	WWI and WWII
The Vietnam Era	Civil Rights Movement
Watergate	

10. A country's culture includes its religion, language, and ethnicity. Which of the following countries has the **least** cultural diversity?

- A. Brazil
- B. India
- C. Saudi Arabia
- D. United States

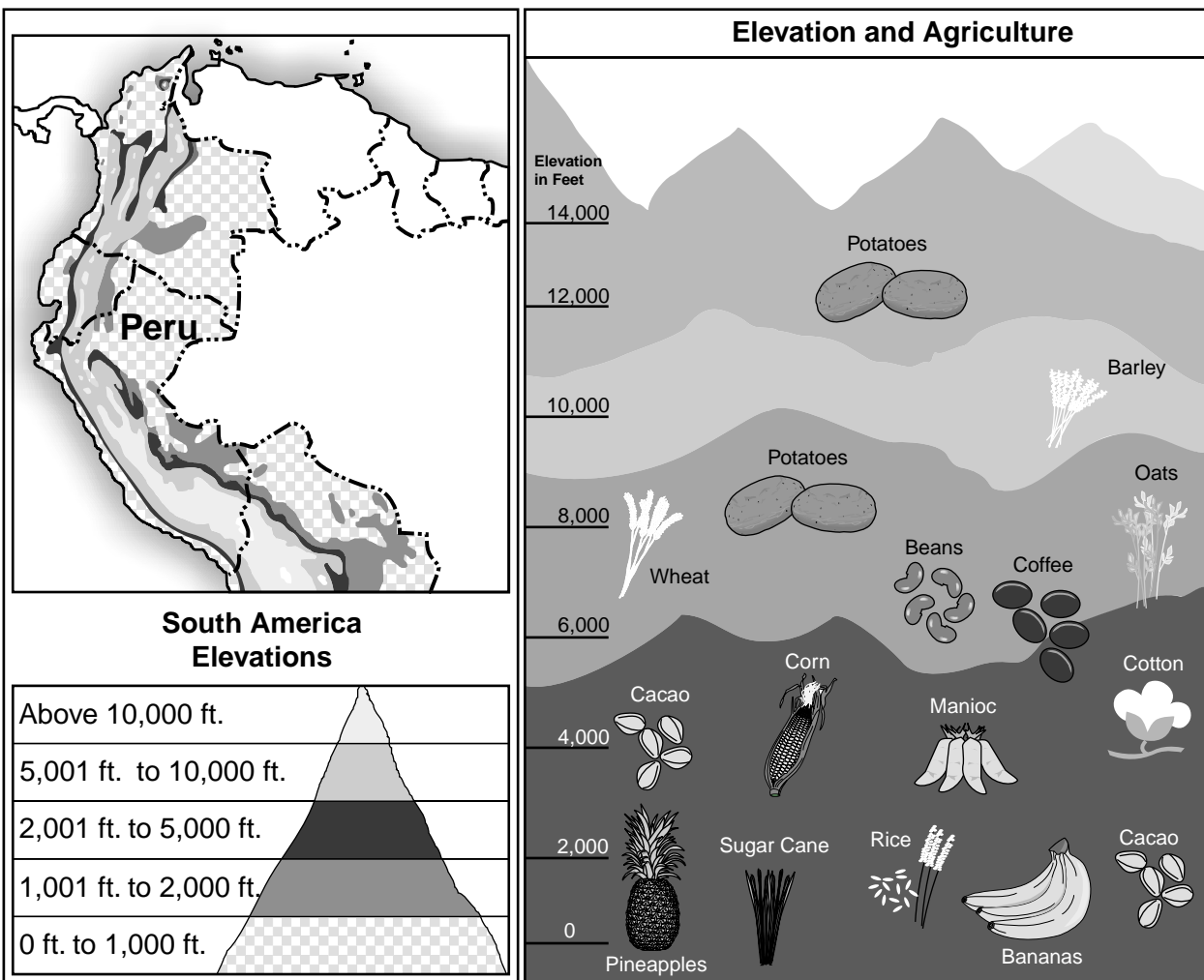
**MC#:** 10

**Key:** C

**Learning Results:** Geography B-2

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.  
Students will be able to
- 2 analyze the cultural characteristics that make specific regions of the world distinctive.



11. If the United States government decides to provide agricultural aid to farmers who live in the mountains of Peru, what crops should the government recommend that the farmers grow?
- beans and bananas
  - barley and wheat
  - wheat and rice
  - sugarcane and pineapples

MC#: 11

Key: B

Learning Results: Geography A-2

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 2 appraise the ways in which maps reflect economic, social, and political policy decision making.



*Use this quotation from the “Declaration of Conscience,” written by Maine senator Margaret Chase Smith in June 1950, to answer question 12.*

“Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who . . . ignore some of the basic principles of Americanism—the right to criticize; the right to hold unpopular beliefs; the right to protest; the right of independent thought. The exercise of these rights should not cost one single American his reputation or his right to a livelihood . . .”

12. Senator Smith’s statement was in response to
- A. criticism of protesters against the Vietnam War.
  - B. Senator Joseph McCarthy’s campaign against Communism.
  - C. the trial of Ethel and Julius Rosenberg for treason.
  - D. persecution of advocates for civil rights in the South.

**MC#: 12**

**Key: B**

**Learning Results: History B-3**

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 3 demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

13. Many important government principles or practices were established in the American colonies before the Revolution. Which principle or practice did **not** come until after the Revolution?
- A. division between church and state
  - B. separation of powers
  - C. representative government
  - D. private ownership of land

**MC#:** 13

**Key:** A

**Learning Results:** Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 1 explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).

14. In economics, factors of production include natural resources, labor, capital, and entrepreneurship. Which of the following is an example of **capital**?
- A. raw materials
  - B. manufacturing equipment
  - C. technological knowledge
  - D. undeveloped land

**MC#: 14**

**Key: B**

**Learning Results: Economics B-1**

Economic Systems of the United States

- B Students will understand the economic system of the United States, including its principles, development, and institutions. Students will be able to
- 1 describe the factors (i.e., physical, capital, technology, monetary resources) that impact the development and the distribution of a product.

15. One similarity among the French Revolution (1789), the Bolshevik Revolution (1917), and the Chinese Revolution (1949) is that they all
- A. led to the immediate formation of a democratic government.
  - B. were actively encouraged by the U.S. government.
  - C. were followed by a form of dictatorship.
  - D. depended upon foreign support for success.

**MC#: 15**

**Key: C**

**Learning Results:** History B-4

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 4 demonstrate an understanding of enduring themes in history (e.g., conflict and cooperation, technology and innovation, freedom and justice).

- In 1279 the Mongol armies of Kublai Khan, grandson of Genghis Khan, completed the conquest of China.
- In 1644 Manchus took over Beijing and ruled China for 260 years.

16. Which statement best describes China during the two periods described above?
- A. There was little foreign trade or contact with foreign cultures.
  - B. Foreign dynasties controlled the government.
  - C. The country was divided into warring feudal states.
  - D. Power was concentrated in the hands of the shogun.

**MC#: 16**

**Key: B**

**Learning Results: History B-3**

Historical Knowledge, Concepts, and Patterns

- B Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. Students will be able to
- 3 demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

17. In 1791, the first ten amendments to the United States Constitution were approved. These have become known as the Bill of Rights. Identify **three** rights of citizens that are protected by the first ten amendments.

**SA#: 17**

**Learning Results:** Civics and Government C-1

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 1 explain the historical foundations of constitutional government in the United States (e.g., Magna Carta, Roman Republic, colonial experience, Declaration of Independence, Articles of Confederation, Constitution of the United States).

### SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student identifies three rights that are in the Bill of Rights.
1	Student identifies three rights, but they are not in the Bill of Rights. OR Student identifies at least one right.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

### Training Notes for Short-Answer #17

- 1) freedom of religion, speech, the press, and public assembly
- 2) the right to bear arms
- 3) the government can't quarter soldiers in citizens' homes in peacetime
- 4) freedom from unreasonable search and seizure
- 5) government can't take away life, liberty, or property without due process
  - trial only after indictment by a grand jury, double jeopardy, give witness against self (pleading the 5th), or property taken without just compensation
- 6) rights of the accused
  - speedy, public trial, with an impartial jury, in the state or district where the crime was committed, defendant must be informed of the charges, to confront prosecution witnesses (cross examine) to be able to subpoena witnesses for the defense, and assistance of legal council
- 7) trial by jury in civil suits of more than 20 dollars and jury findings of fact to be final
- 8) excessive bail and cruel and unusual punishments prohibited
- 9) the enumeration of rights does not disparage or deny other rights retained by the people
  - powers not given or prohibited to the federal government are reserved to the states or the people.

17.

3 rights citizens have are: freedom of speech, freedom of religion, and the right to a quick & fair trial. 2

17.

Three rights are freedom of speech, freedom of the press, freedom of religion 2

17.

Freedom of speech. 1

17.

Freedom of speech, freedom of religion, and the right to vote. 1



18. What political characteristic is shared by the shaded countries on this map?

**SA#: 18**

**Learning Results: Geography B-4**

Human Interaction with Environments

- B Students will understand and analyze the relationships among people and their physical environment.  
Students will be able to
- 4 explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.



## SHORT-ANSWER SCORING GUIDE

Score	Description
2	Student identifies that all shaded countries are communist.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

### Student Responses for Short-Answer #18 for Score Point 2

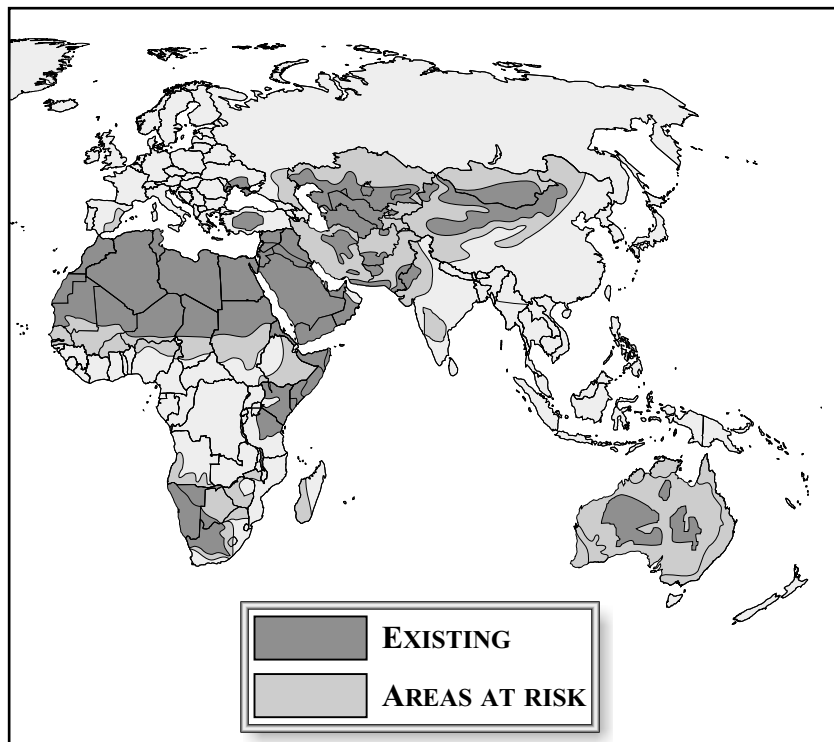
18. 2

*They are all communist countries.*

18. 2

*Communism is shared by the shaded countries.*

19. The map below identifies an existing physical geographic feature and areas surrounded by that feature.



- Identify the existing physical geographic feature shown on the map.
- Briefly describe why the surrounding areas are also at risk.

**SA#: 19**

**Learning Results:** Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 Use mapping to answer complex geographic and environmental problems.

## SHORT-ANSWER SCORING GUIDE

<b>Score</b>	<b>Description</b>
2	Student identifies <ul style="list-style-type: none"> <li>• existing feature—deserts.</li> <li>• areas at risk—spreading deserts or desertification.</li> </ul>
1	Student answers either part of the question.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

19.

(a) These areas are deserts; areas with an extremely low amount of rainfall. (b) The surrounding areas are at risk of becoming deserts due to the climate change known as global warming. 2

19.

A. The existing physical geographic feature is desert. B. The desert is expanding so it will be covering the surrounding areas. 2

19.

a. The geographic regions noted are deserts. b. The areas around the deserts are susceptible to drought. 1

19.

The existing feature is desert and flat terrain having drought problems. The surrounding areas are at risk because of the dry air and weather. 1

In the new global economy, many countries have moved away from protectionism and toward free trade. There are no tariffs or limits on exports and imports between countries that have agreed to free trade. Recently the United States, Canada, and Mexico signed NAFTA, the North American Free Trade Agreement.

20. Identify and describe **one** effect/result that the NAFTA treaty has had on the United States economy.

**SA#:** 20

**Learning Results:** Economics D-2

International Trade and Global Interdependence

- D Students will understand the patterns and results of international trade. Students will be able to
- 2 evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

### SHORT-ANSWER SCORING GUIDE

Score	Description
2	The student <ul style="list-style-type: none"> <li>identifies one effect/result of the NAFTA treaty.</li> <li>describes how this has affected the United States economy.</li> </ul>
1	Student's answer is very general but shows a limited understanding of free trade.  OR Student gives an effect but does not describe how it has affected the United States economy.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

## **Training Notes for Short-Answer #20**

### **Negative**

- Low-tech factories have been moved to other countries, thus lowering U.S. manufacturing output.
- Low-tech manufacturing companies that could not move to foreign countries have been forced out of business.
- People employed by low-tech manufacturing companies have lost their jobs.
- Few low-skilled unemployed workers will receive training. This will increase the gap between the wealthy and the poor.

### **Positive**

- Free trade eliminates tariff costs, lowering the price of goods for consumers.
- Free trade has increased U.S. foreign trade.
- Increases in trade have led to more, higher paying jobs in the United States.

20.

NAFTA has caused an increase in products made outside of the US because it is cheaper to make products in Mexico + sell them in the US due to free trade 2

20.

1 effect that NAFTA has had on the U.S. economy is an increase in the trade in the Americas. There is a free flow of goods exchanged between Canada, the US, and Mexico. 2

20.

The have taken some of our business away from the economy, 1

20.

We trade more with the countries on our borders. 1

Without [the Supreme Court] the Constitution would be a dead letter: the executive [branch] appeals to them [the Supreme Court] for assistance against the encroachments of the legislative power, the legislature demands their [the Supreme Court] protection against the assaults of the executive; . . .

21. a. In this passage, what branch of the government does the writer feel is important?  
b. What basic principle of our constitutional government is being described in the passage?

**SA#: 21**

**Learning Results:** Civics and Government C-5

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to  
5 demonstrate how the United States Constitution uses checks and balances in order to prevent the abuse of power (e.g., *Marbury vs. Madison*, Gulf of Tonkin Resolution, Watergate).

#### SHORT-ANSWER SCORING GUIDE

Score	Description
2	The student <ul style="list-style-type: none"><li>• identifies the judicial branch.</li><li>• identifies checks and balances.</li></ul>
1	Student answers either part of the question. OR Student answers both parts but answers separation of power for part b.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.



21.

2

a. The Judicial Branch b. The system of checks and balances between all three branches.

21.

2

Judicial, checks and balances

21.

1

The writer feels that the Judicial branch is important.

21.

1

a) The Supreme Court. b.) Check and balance of the branches of the government.

22. You are a member of the U.S. House of Representatives representing a district that includes a large city. A new mall is being proposed for this city; the construction of this mall will require large quantities of structural steel. Japan can provide steel at a cost of 15% less than U.S. manufacturers, reducing the cost of building the mall.

A representative from a neighboring district comes to your office; her district includes a steel mill that employs local workers who often shop in the city in your district. She asks you to vote for a 15% tariff on imported steel to protect jobs in her district. The tariff bill is on tomorrow's schedule so you must decide now whether or not you support the tariff.

- a. Describe one advantage of voting for the 15% tariff on imported steel.
- b. Describe one advantage of voting against the 15% tariff on imported steel.
- c. Write a statement that tells how you will vote on the tariff **and** explains your reasons why.

**CR#: 22**

**Learning Results: Economics D-2**

International Trade and Global Interdependence

- D Students will understand the patterns and results of international trade. Students will be able to
- 2 evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, stable government).

## CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects an in-depth understanding that domestic issues can influence international trade policy and that tariffs have both advantages and disadvantages.</p> <p><i>Specific:</i> Student gives an accurate and complete answer for all three parts of the question, describing an advantage of a 15% tariff, describing a disadvantage of a 15% tariff, and giving a reasoned explanation of why the student supports one position.</p>
3	<p><i>General:</i> Response reflects a general understanding that domestic issues can influence international trade policy and that tariffs have both advantages and disadvantages.</p> <p><i>Specific:</i> Student gives a general answer for all three parts of the question. OR Student gives an accurate and complete answer for parts a and b and a limited answer for part c.</p>
2	<p><i>General:</i> Response reflects a limited understanding that domestic issues can influence international trade policy and that tariffs have both advantages and disadvantages.</p> <p><i>Specific:</i> Student gives a minimal answer for all three parts of the question. OR Student answers only two parts of the question but gives general answers.</p>
1	<p><i>General:</i> Response reflects a minimal understanding that domestic issues can influence international trade policy and that tariffs have both advantages and disadvantages.</p> <p><i>Specific:</i> Student answers one part of the question.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

## Training Notes for Constructed-Response #22

### Overall Notes:

- focus of the question is on part c
- the major difference between a “2a,” “3,” and a “4” is
  - a “4” would go beyond just mentioning information given in the stem (costs less to build the mall and saves jobs at the steel mill) by fully explaining economic arguments in a way that reflects in-depth understanding of economic issues involved.
  - a “3” would go beyond just repeating information given in the stem (costs less to build the mall and saves jobs at the steel mill).
  - a “2” would give basically the same information that was given in the stem.

Tariffs: A tariff is a duty, or tax, on imports.

Protective tariffs are levied to protect a domestic industry from foreign competition, rather than to raise money. They discourage buyers by making the foreign product more expensive than a similar item produced in the United States.

a. voting for the tariff:

Pros: Protect the jobs in the neighboring district; if workers stay employed they will shop in the mall and increase its profit; the representative may in turn vote for a bill favorable to the city; the tariff may increase revenue for the government.

b. voting against the tariff:

Pros: The mall will be cheaper to build, benefiting contractors, stores, and consumers, interests of voters in district directly represented.

c. Position on tariff is supported with reasons.

22.

4

a One advantage of voting for the 15% tariff on imported steel is that the U.S. House will most likely vote to buy the steel from the local manufacturer, giving the workers money to spend in your district, and also encourage them to do so as it was their product that built the mall. b One advantage of voting against the tariff is that the mall will be built with cheaper steel, and trade with Japan would be encouraged, opening up illuminating opportunities for U.S. businesses in foreign markets as a result of this deal. c I would choose to vote in favor of the tariff because the project would very likely get the necessary steel from the project from the mill in her district. and I think the 15% my district could have saved from the Japanese steel will be made up for, and then some with the purchases that are sure to be made from inhabitants of her district. Japanese citizens can't very well shop in my mall daily, and discontented neighbors aren't what my district needs. I'd take a happy district leader and customers with full pockets any day over the alternative.

(a). The advantage of voting for the 15% tariff is that it means my district would get money because we would be using the steel they produce for the construction of the mall. (b). The advantage of voting against the 15% tariff is that then we could get the steel we needed to build the mall for a lot cheaper and the construction costs would be a lot less. (c). I am going to vote against the tariff because I do not want to discourage trade between countries and I value the country of Japan as a very important trade partner for the United States. If we put a tariff on their steel that they import into our country then they may turn around and put a tariff on things that we import into their country that make us a lot of money. The rest of my district has rural areas with farmers and they depend on a lot of the trade that is done with Japan for the money they need for survival. I want to keep up free trade relations with Japan and also Russia since they are big steel producers. Politically we need to keep good relationships with Japan and Russia because they are huge world powers.

22. 3
- (a) One advantage to voting for the tariff is that it will protect the workers of local steel mills who often buy products in your district, providing you with funds and business. If these workers don't lose money, they will most likely continue to shop in your district.
- (b) One advantage to voting against the tariff is that there will not be any tax on the Japanese steel, which is cheaper. You would be able to save money by buying tariff-free from Japan.
- (c) I would be voting for the tariff. I would do this because although it would consequently cost more to build the mall, the U.S. workers will be the ones buying products at the mall and eventually you would gain money back. Also, I believe in protecting the welfare of the U.S. economy and its workers.

22. 3
- a) The steel factory of the neighboring town will stay in business and so the workers will keep getting paid and can shop at my mall.
- b) I would save money in the construction of my mall.
- c) I will vote for the tariff because even though I would save money on construction, I would lose shoppers at my mall should the neighboring town's steel mill close, if I voted against it. This way construction will cost more but I will get that money and more back from the workers at the steel mill through years of shopping. Not to mention I would look like a good guy for helping out her community.

A. One advantage to the 15% tariff is that it will protect local people's jobs.

B. One advantage to voting against the 15% tariff is that the mall will be built for cheaper.

C. I will vote to have the tariff because it will keep customers happy like the steel workers. Also over time the workers will pay for the tariff by buying things at the mall.

A. One advantage would be that the steel would come from the United States and jobs would be protected.

B. An advantage of voting against it would be the steel would come from Japan at a much lower rate and cost to Americans.

C. I would vote for the 15% tariff on the steel because I think that the United States should get as much resources from their own country as they can, not from foreign trade. We should support our own country.



22.

1

A. The local workers will have jobs and the mill will make money.

B. The local workers and mill won't get anything.

C. I go against. I rather have Japanese steel than american. Everything from Japan is 100 times better than anything American.

22.

1

(a) Jobs would be kept. (b) Save more money. (c) I would be greedy and not no to save money by 45%, which is a lot considering the cost of it.

23. John D. Rockefeller, founder of the Standard Oil Company, gained control of the entire oil industry through various business tactics. Ida M. Tarbell wrote critical accounts of the business methods of the Standard Oil Company. The following statements present opposing views about the business practices of nineteenth-century American business leaders.

"I ascribe the success of the Standard Oil Company to its . . . policy of making the volume of its business large enough through the merit and cheapness of its products . . ."

John D. Rockefeller

". . . We are a commercial people, . . . business success is sanctified, and practically any methods which achieve it are justified, . . . 'It's business' has come to be a legitimate excuse for hard dealing, sly tricks, and special privileges."

Ida M. Tarbell

- a. Describe what Rockefeller said to defend Standard Oil Company.
- b. Describe what Tarbell said to criticize Standard Oil Company.
- c. Choose the strongest point of view and explain why it is the strongest. Be sure to include historical details in your explanation.

**CR#: 23**

**Learning Results:** History C-2

Historical Inquiry, Analysis, and Interpretation

- C Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. Students will be able to
- 2 examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations, and to support or reject historical hypotheses.

# CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects an in-depth understanding of the conflicting views about businessmen, business organization, and business practices in the late 1800s. (Industrial Pioneers/Giants vs. Robber Barons)</p> <p><i>Specific:</i> Student gives a complete and accurate answer for all three parts of the question, describing what Rockefeller said to defend Standard Oil Company (1), describing what Tarbell said to criticize Standard Oil Company (1), and giving a convincing explanation of which point of view is the strongest using historical details (1).</p>
3	<p><i>General:</i> Response reflects a general understanding of the arguments for and against forming large, market-controlling businesses and government regulation of business.</p> <p><i>Specific:</i> Student gives a general answer for all three parts of the question. OR Student gives an accurate and complete answer for two parts of the question and a limited answer for the third part.</p>
2	<p><i>General:</i> Response reflects a limited understanding of the arguments for and against forming large market-controlling businesses and government regulation of business. OR Response does not answer all parts of the question.</p> <p><i>Specific:</i> Student gives a minimal answer for all three parts of the question. OR Student answers only two parts of the question but gives general answers.</p>
1	<p><i>General:</i> Response reflects a minimal understanding of the arguments for and against forming large, market-controlling businesses and government regulation of business.</p> <p><i>Specific:</i> Student gives minimal answer for parts a and b <b>or</b> part c.</p>
0	Student is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

## Training Notes for Constructed-Response #23

### Overall Notes:

- focus of the question is on part c
- the difference between a “2a,” “3,” and a “4” is part c.
  - In part c a “4” would bring in specific historical details from the time period to support point.
  - In part c a “3” would go beyond just mentioning information given in the stem to support point with general statements about this time period.
  - In part c a “2” would give basically the same information that was given in the stem.

- a. The company’s success is because its large size makes it able to produce good products at a low price.

*Rockefeller’s viewpoint includes the beliefs that:*

- *volume of business is important.*
- *competitive product is important.*

- b. Businessmen think that the ends justify the means and that has allowed them to deal unfairly with people, use sly tricks, and think that they had special privileges.

*Tarbell’s viewpoint includes the beliefs that*

- *commercialism characterizes American society, so wealth has become more important than “civilization.”*
- *only the success of business becomes valued.*
- *the ends justifies the means.*
- *unethical, immoral, and unfair practices are condoned.*

*She is charging that business leaders are motivated by greed.*

*Note: Rockefeller’s Standard Oil Corporation achieved control of the industry by pressuring the railroads to give rebates to his corporation and raising rates for rivals, driving them out of business. He then absorbed the bankrupt companies. Rockefeller’s control eventually extended to all aspects of oil production. By 1879 Standard Oil controlled 90% of the refining business and almost all of oil transportation.*

*Rockefeller formed the Standard Oil Trust in 1882.*

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| c. <u>business point of view</u> | <u>arguments against business</u> |
| ends justifies means             | business not above the law        |
| society as a whole benefits      |                                   |

23.

4

① Rockefeller defends his Standard Oil Company by saying that the reason it's so successful is because of the quality and cheapness of the products sold. Due to these traits of the company it has been able to grow and prosper. ② Ida Tarbell, a famous muckraker, criticized the Standard Oil Company by saying that people are so commercial and business is so duelled upon that no matter how a company becomes successful the people will see it as a positive growth. People cannot see that corruption is the real reason for success. ③ Ida Tarbell's point of view is by far the strongest. Through her muckraking tactics in the past, Tarbell uncovered special rebates and different business tricks that were used by Rockefeller to try and monopolize the economy in his favor.

- a. Rockefeller, the oil baron, defended the Standard Oil Company by saying that his tactics for making money were justified because the merit and cheapness of the products made the volume of sales high.
- b. Tarbell criticizes Standard Oil Company for hard dealing, sly tricks, and special privileges, in which Rockefeller used to become the owner of 95% of the oil industry in the country.
- c. Ida M. Tarbell's statement is the strongest because it takes out at one of the wealthiest 19<sup>th</sup> century rubber barons. Rockefeller did use shady tactics including the "trusts." The trusts were a way to control all of the industries and continued until the early 20<sup>th</sup> century "trust busting" presidents were in office.

23.

3

a. To defend standard oil company, Rockefeller was describing that the business was large in volume because of the merit and it's cheapness in products. (B) To criticize standard oil company <sup>what</sup> Tarbell said is that the business is sly, tricky, and thinks they have special privileges.

(C) The strongest point of view is Tarbell's. She is absolutely right about the business. The success of the business is not genuine, it is based on and tricks, lies, and manipulation to gain success. Rockefeller only gained control through business tactics, but his business tactics were sly, and manipulative allowing him to gain all the control that he wanted. Business for him sly-rocketed, but others like Tarbell saw the real point of view.

23.

3

a. Rockefeller basically said that since they (the SOC) had the lowest rates, then they got the most business, and all the other small businesses were not good competition.

b. Tarbell said that the SOC is so successful because it reaped its way by sly tricks, special privileges, and hard dealing. She thinks it's too large of a company with little heart.

c. The strongest point of view is Ida M. Tarbell's because she spoke for the people and was truly against large corporations. She even wrote a book about her opposing viewpoints. Rockefeller was a smart businessman who cared about income and not the morality behind it.

A. Rockefeller defended his company by saying that it was successful because the quality and cost of his products were good.

B. Tarbell was saying that the Standard Oil Company had become a monopoly. He stated that they could get away with sly tricks, and make special privileges for themselves and no one would get involved.

C. Mr. Tarbell has the strongest view. What he said was exactly true. The Standard Oil Company was a monopoly and they did use tricks to make it to the top.

a. Rockefeller just wanted to emphasize that they made their money by hard work + good service.

b. Tarbell looks at the scheming side of the marketing world, yes the company is cut-throat, he says that's how they have gotten far.

c. I agree with Rockefeller, the point of a business is to make a profit, how you make that profit is strategy, not trickery.



23.

A He is saying they do good with keeping the prices reasonable and how they were smart to make the building big enough.

B She says their business isn't good because it gives a bad excuse for hard dealing, sly tricks, and special privileges when they call it their methods.

C I agree with Ida Tarbell because when a business sneaks around it makes it hard to trust them when you may need to go there to get things

1

23.

Rockefeller says that because oil is cheap than their business will grow. Tarbell says that it's because of tricks that they have a good business

1

*Read the description of the United States Constitution to answer question 24.*

"The Sun (the federal government) would be the main body . . . around which planets (the states) would revolve. The Sun would be supreme over all, and each planet supreme in its own orbit."

John Dickinson of Delaware

24. The federal system has been the basis for our government for over two hundred years.
- Explain what a federal system of government is.
  - Explain **one** advantage of the federal system.
  - Explain **one** disadvantage of the federal system.

**CR#: 24**

**Learning Results:** Civics and Government B-2

Purpose and Types of Government

- B Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. Students will be able to
- 2 assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.

## CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects an in-depth understanding of a federal system of government.</p> <p><i>Specific:</i> Student gives an accurate and complete answer for all three parts of the question, giving an explanation (<i>definition</i>) of a federal system (1), explaining one advantage (1), and explaining one disadvantage (1).</p>
3	<p><i>General:</i> Response reflects a general understanding of a federal system of government.</p> <p><i>Specific:</i> Student gives a general answer for all three parts of the question. OR Student gives an accurate and complete answer for two parts of the question and a limited answer for the third part.</p>
2	<p><i>General:</i> Response reflects a limited understanding of a federal system of government. OR Student does not answer all parts of the question.</p> <p><i>Specific:</i> Student gives a limited answer for all three parts of the question. OR Student gives general answers, but answers only two parts of the question.</p>
1	<p><i>General:</i> Response reflects a minimal understanding of a federal system of government.</p> <p><i>Specific:</i> Student answers one part of the question.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

## Training Notes for Constructed-Response #24

Federal system of government: power to govern is divided between national and state governments.

This means that

- delegated powers are for only the national government (coin money, declare war).
- shared powers are held by both the national government and the states (power to tax).
- reserved powers are powers left to the states (establish local governments).

Advantages:

- Local state needs are met by state governments.
- Two levels provide a check on power of each.
- Allows state autonomy.
- Provides a strong national government to unify the country.

Disadvantages:

- Can be significant differences in laws in different states (could also be seen as an advantage).
- Citizens have different rights and benefits in different states.
- Too much power and control for national government.
- States have too much power.
- Harder to deal with regional/national problems like pollution.

24.

4

a. A federal system of government is a system where the president and Congress control things that affect the entire country, such as taxes and foreign policy, and each state legislature and governor control things which affect only that state, such as education and certain laws.

b. One advantage to the federal system is that having a central body to take care of things that affect everyone prevents states from having different ways of doing some things. For example, if each state had its own currency, commerce would be very confusing. But since the federal government controls currency, it's the same all over the country. A dollar is a dollar in Maine or California.

c. One disadvantage of the federal system is that the federal government isn't always right, but even if they pass a law which is unconstitutional, states have to obey that law. Federal law always supersedes state law, so even if a state feels a federal law is unconstitutional, they have to obey it until it's overturned by either Congress or the Supreme Court.

Ⓐ In a federal system of government, each state exists independently, with their own branches of government with certain powers, and rights to make their own laws, different from surrounding states. Each of these states, however, forms a part of a whole, a federal government and country. The federal government has the ability to control aspects of state government, and institute laws that effect the entire country. The states balance the federal power, even as federal power binds the states together and has certain powers over them all to prevent inter-state conflict. Ⓑ This system of checks is one advantage of the system, for this keeps the federal government from having too much power, but it has enough to control and unite each independently functioning state. National laws also can be an advantage. Ⓒ One disadvantage is the susceptibility to corruption, which is a factor in any government. There is also the possibility of the federal government overreaching it's power, despite the balance of the states. The federal government gives the executive a fair amount of power over the states as well, an issue which has been debated even more heavily since Theodore Roosevelt's time.

a) a system of govt. divided into three levels (federal, state & local) who, while retaining general autonomy, work cooperatively in each other towards common goals.

b) advantage- The federal system of govt provides a stability structure, the federal govt, that allows the states to remain independent w/o becoming egocentric.

disadvantage- The Federal govt is a very powerful group w much influence. This was feared during the articles of Confederation + the drafting of the Constitution; that an such, a centralized govt. authority would inevitably become tyrannical.

a) A federal system of government is one in which the government of the whole country rules the whole country, and each part (state) rules its own state at the same time as obeying the laws of the national or federal government.

b) An advantage is that the whole country goes by many of the same laws, but each individual state also has the power to decide on important issues in their own state.

c) One disadvantage is the fact that in some parts of the country, there may be certain laws that don't apply everywhere, and this may cause some problems.

a) The federal system of government is the system in which each individual state has its own government which then comes together to form a government at a national level.

b) An advantage of this government is the freedom of the people. People are allowed to live their lives without the government breathing down their necks.

A disadvantage of this system is there is no commonness between states. Each state is allowed to make its own set of laws, which varies from state to state.

A) There is the greater government which concerns the whole nation, and then there are the state governments which are concerned with the individual state.

B) An advantage is that the individual state can form laws that are based on their needs.

A disadvantage is that the states might take advantage of their power and pass laws that violate the constitution or the Bill of Rights.

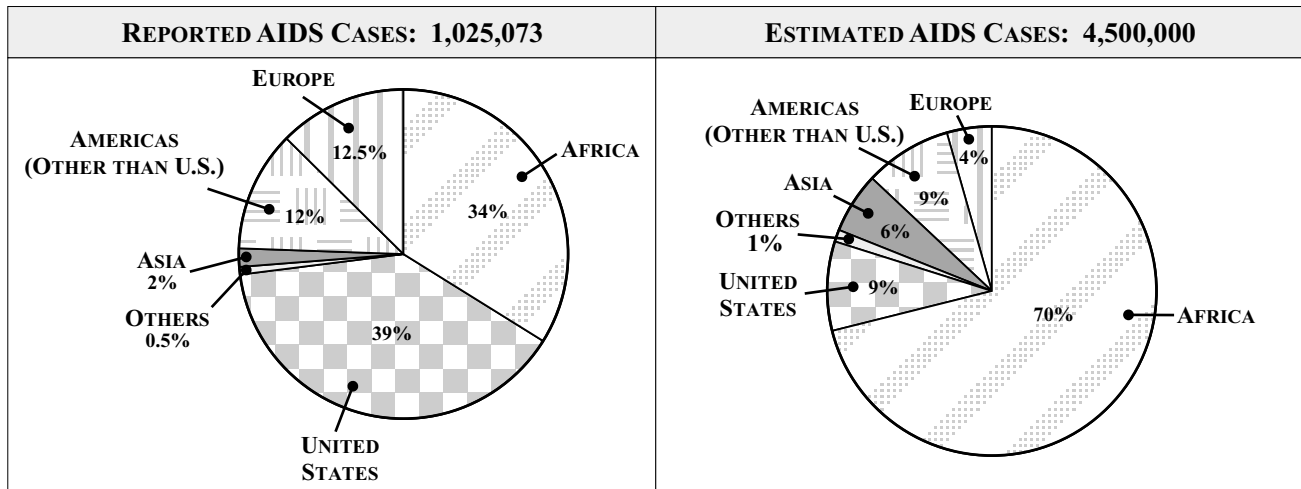


a. The way a government works and runs.  
b. The advantage of our country (one of the many) is that the people are represented. No matter how big or how small a state everyone is represented. I refuse to say anything bad about this country's form of government and I am very upset that you would ask others to.

A. The Federal system of government allows States to hold it's own set of laws that are enforced amongst it's residents, and also the government can hold it's own set of laws for the country.  
B. The Federal system has worked for us for 200 years, and that should be an advantage in itself. However, we have never used anything besides the Federal system of government so how can we know or comprehend it's disadvantages?

25. The two graphs below compare the number of reported AIDS cases to the number of estimated AIDS cases in one year.

**AIDS AROUND THE WORLD**



Which conclusion is supported by the information provided by these graphs?

- A. AIDS will not be a problem for developed countries in the future.
- B. Half of the AIDS cases in Africa are not reported.
- C. AIDS is spreading from developed to developing countries.
- D. Most of the AIDS cases are found in Europe.

**MC#: 25**

**Key: B**

**Learning Results: Geography A-1**

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 use mapping to answer complex geographic and environmental problems.

26. Any treaty negotiated between the United States and another nation must be ratified by
- A. the president's Cabinet.
  - B. a majority of Congress.
  - C. the Supreme Court.
  - D. two-thirds of the Senate.

**MC#:** 26

**Key:** D

**Learning Results:** Civics and Government D-1

International Relations

- D Students will understand the political relationships among the United States and other nations. Students will be able to
- 1 analyze the processes used to develop foreign policy.

27. An advocate of capitalism would argue that the best means to achieve the distribution of scarce goods and services would be through
- A. the forces of supply and demand.
  - B. government regulation.
  - C. the policies of business leaders.
  - D. voluntary rationing.

**MC#: 27**

**Key: A**

**Learning Results: Economics C-2**

Comparative Systems

- C Students will analyze how different economic systems function and change over time. Students will be able to
- 2 compare strengths and weaknesses of the market economy with other economic models, using broad societal goals such as freedom, equity, security, employment, stability, and economic growth.

28. Which is one way amendments to the U.S. Constitution are ratified (approved)?
- A. if the president agrees to ratify the amendment by signing it
  - B. if three-fourths of the legislatures of the states ratify the amendment
  - C. by approval of a majority of the Supreme Court
  - D. by approval of two-thirds of the Senate

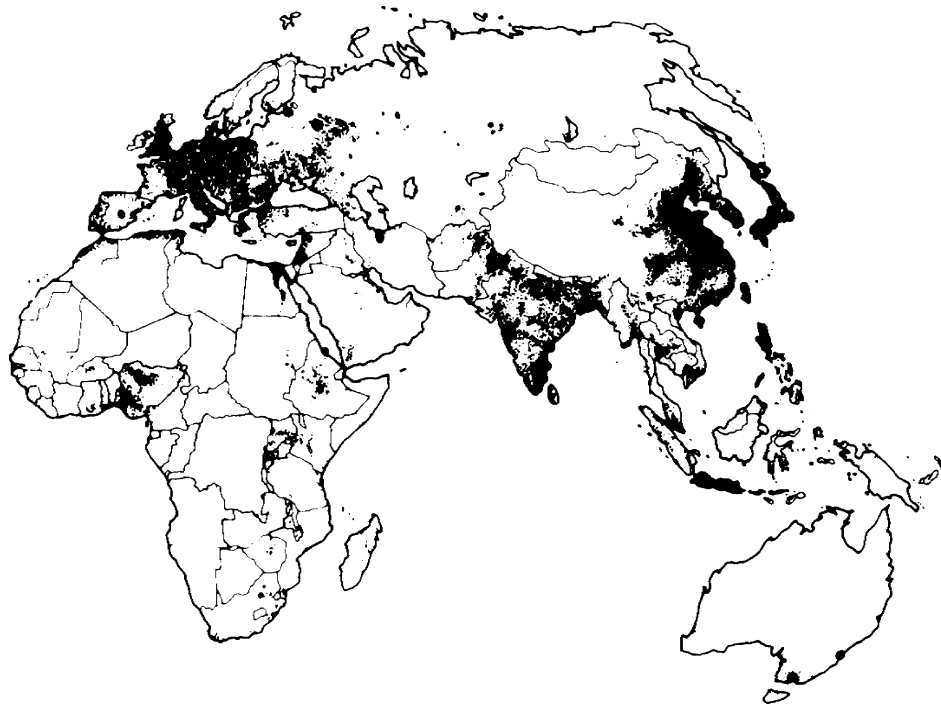
**MC#:** 28

**Key:** B

**Learning Results:** Civics and Government C-3

Fundamental Principles of Government and Constitutions

- C Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States. Students will be able to
- 3 evaluate the effectiveness of the Constitution as a vehicle for change.



40. The dots and shadings on this map indicate areas with high population concentrations.
- Identify **three** countries that have a very high population concentration.
  - Choose **one** country you identified in part a. Fully explain **three** effects this population concentration has on the environment of the country or the area around it.

**CR#: 40**

**Learning Results:** Geography A-1

Skills and Tools

- A Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. Students will be able to
- 1 use mapping to answer complex geographic and environmental problems.

# CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	<p><i>General:</i> Response reflects a thorough understanding of the effects of population density on the environment.</p> <p><i>Specific:</i> Response correctly identifies three countries that have high-population concentrations and <b>fully</b> explains three important effects this population concentration would have on the environment of this country or the area around it.</p>
3	<p><i>General:</i> Response reflects a general understanding of the effects of population density on the environment.</p> <p><i>Specific:</i> Response correctly identifies three countries that have high-population concentrations. AND Response gives a <b>general</b> explanation of three effects this population concentration would have on the environment of this country or the area around it. OR Response <b>fully</b> explains two important effects this population concentration would have on the environment of this country or the area around it. Response may contain minor inaccuracies.</p>
2	<p><i>General:</i> Response reflects a limited understanding of the effects of population density on the environment OR student does not answer all parts of the question.</p> <p><i>Specific:</i> Response correctly identifies <b>at least two</b> countries that have high-population concentrations. AND gives a limited explanation of three effects. OR gives a general description of two effects OR gives a full explanation of one effect.</p>
1	<p><i>General:</i> Response reflects a minimal understanding of the effects of population density on the environment.</p> <p><i>Specific:</i> Response gives a minimal answer for both parts of the question. OR Response correctly identifies at least two countries with high-population density.</p>
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

## Training Notes for Constructed-Response #40

### Population Density

- a. Any country with a high-population concentration.
- b. Effects on the environment:
  - changing the landscape—filling wetlands, smoothing hills
  - use up natural resources
  - lack of open space
  - greater pollution of land, water, and air
  - endanger plants and animals
  - intensive use of land
    - housing
    - cities
    - businesses
    - farming
    - transportation



40.

4

a Japan, United Kingdom, and India

b Japan is one of the most densely populated regions of the world, this density creates pollution, sprawl, and destruction of natural habitats. Pollution has become an issue because so many vehicles and factories that emit toxins into the air are based in such a concentrated area. Urban sprawl has eliminated the presence of farms, small towns, and restricted communities in order to find new homes for the increasing number of residents. The sprawl also forces natural habitats to be destroyed, in order to make room for homes and businesses. This destroys animal populations, because they have no where to live,

40.

4

a. India, Italy, and Germany have very high population concentrations.

b. The population concentration of India causes large amounts of pollution in its rivers, including the Ganges River. Industrial and human wastes are dumped there, corpses are sent down the river, and people bathe in the Ganges. The country also has high air pollution from factories, fires, and motor vehicles. This pollution is carried in the atmosphere to surrounding countries as well. Moreover, the high concentration of people forces much of the land to be devoted to housing, not to agriculture or industry. The land is very polluted with sewage and other wastes as well.

A. certainly, India, and China all have high populations.

B. This high population in India causes soil depletion, by overworking it, water pollution, because everyone uses the river to bathe themselves and clean their laundry, and killing off of animals, because as population grows there is less room for animals to live in. Thus, high population can equal big environmental problems.

a) Germany, Italy, China.

b) China has always has issues with population and the ability to provide for it. Being so densely populated along the coast, also fish being a main part of their diet, the fishing has become scarce. Also the crowding of cities creates housing issues, and with China being mountainous the people really have no where to go. With so many people creating waste everyday, the outskirts of the country are suffering from the pollution damage.

A) Three countries that have very high population are Italy, India, and China.

B) China, three effects this population has on the environment of the country around it are of the following first the more people living in a country means more cars and more garbage so there will be more pollution. Next there are more people to use up the natural resources of that country, and last it makes the country very dominant meaning that there are more people to send to war.

A) Three countries that have very high population concentrations are China, India, and Italy.

B) Three effects China's population has on its environment is it has a lot more waste to deal with. More pollution problem with cars and less trees to make more oxygen b/c city is so crowded that the city is becoming more polluted.

a. Three countries with high population are Europe, China, and Japan.  
b. Europe probably has high pollution, a higher crime rate and overcrowded cities, while other countries with less densely populated areas do not.

A. Germany, Japan, India  
B. Land fills up  
Pollution  
Disease spreads quicker



41. a. Describe the setting (time and place) that the cartoon is portraying.
- b. Explain why the countries are grouped in the manner shown in the cartoon.

**CR#: 41**

**Learning Results:** History A-1

Chronology

- A Students will use the chronology of history and major eras to demonstrate the relationships of events and people. Students will be able to
- 1 identify and analyze major events and people that characterize each of the significant eras in the United States and world history. (See suggested eras on next page.)

#### Eras in United States History

- The Americas to 1600
- The Colonial Era, 1500–1754
- The Revolutionary Era, 1754–1783
- Nation Building, 1783–1815
- The Expanding Nation, 1815–1850
- Civil War and Reconstruction, 1850–1877
- Development of the Industrial United States, 1865–1914
- The Progressive Era, 1890–1914
- Emergence of the United States as a World Power, 1890–1920
- The 20s: Prosperity and Problems
- Depression and The New Deal, 1929–1941
- World War II and Post War United States, 1939–1961
- Contemporary United States, 1961–Present

#### Eras in World History

- Emergence of Civilization to 1000 B.C.
- The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 B.C. – A.D. 600
- The Expansion and Interaction of Civilizations, A.D. 600 – A.D. 450
- The Early Modern World, 1450–1800
- The World in the Nineteenth Century
- The World in the Contemporary Era

### CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student correctly describes the time and place shown in the cartoon and explains why the countries are grouped as shown. Response is well developed and includes accurate historical details.
3	Student describes the time and place shown in the cartoon and explains why the countries are grouped as shown. Response lacks supporting detail or includes minor historical inaccuracies.
2	Student describes two of the three (time, place, or grouping) elements accurately but in limited detail. Response may include error or historical inaccuracies.
1	Student shows limited knowledge of one element of the cartoon; response may include errors or inaccuracies.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

### **Training Notes for Constructed-Response #41**

- Part a. The cartoon pictures the world after the beginning of World War II and the entry of the United States (1941–1942).
- Part b. The “Allies” (Stalin, Uncle Sam, Churchill, and DeGaulle) are pictured on the left of Western Europe (actually pushed out into the Atlantic) with the Soviet Union being the eastern-most of the four and driven back into Russia.  
The “Axis” powers (Mussolini, Hitler, and Japanese leader) are located on the right of the globe.

41.

4

(a) The time of this cartoon is during World War II. The place that this cartoon takes place in all ~~over~~ over the world but mainly takes place in Europe. During this time Nazism was spread through Germany, Italy was under a fascist government, and Japan was under a dictatorship. Most of Europe was in a chaotic state caused by violent invasions by Germany and Italy. Japan invaded much of central Asia.

(b) The countries in the cartoon are grouped together for a reason. The United States, England, France, and the Soviet Union made up the Allied forces. Germany, Italy, and Japan made up the Axis forces. The Allied forces worked together to stop the invasions of the Axis forces. The Axis forces worked together in hopes of conquering the world. The leaders of the Axis forces wished to take over other countries and spread their ideas and beliefs. While the Allied forces only wanted world peace and the restoration of the conquered countries.



a. This is a depiction of World War II - the Allies on the west (France, England, <sup>Russian</sup> and US and many other countries) Against the Axis (Germany, Italy and Japan) Hitler, Mussolini, and Emperor Hirohito are opposing Roosevelt, Churchill, the President of France and Joseph Stalin. This is where the United States entered the war after the Bombing of Pearl Harbor, Dec. 6, 1941.

b. The countries are grouped as such, with the US & Hitler at the forefront because much attention was placed on these 2 superpowers in Europe; the UK was exhausted, having fought since 1938, and France was occupied. The Pacific theatre was not publicized quite as much at this point because the US did not have enough forces mobilized beyond Hawaii. Later we used Midway as the spring point for our offensive attacks on Japan.

- a. The cartoon was during world war II. It is portraying the two sides that fought against each other, the alliance of America, France, England, and the Soviet Union against Germany Italy and Japan.
- b. They are grouped to show the two alliances, with recognizable characters representing each country. They are shown fighting in the parts of Europe where most of the war took place.

- Ⓐ the cartoon depicts world war II in Europe and Asia.
- Ⓑ The countries are grouped the way they are because of the way they were allied. England, The United States, and the Soviet Union fought against Germany and Japan. Italy helped Germany and Japan while France helped the Allies.

① The setting of this picture is during World War II probably around 1942 or 1943. The countries seen in the cartoon are all fighting in the war. The people that are seen in the cartoon are either leaders or symbols of these countries.

② The countries are grouped in the manner shown because they are on two sides. The Allied powers are France, England, the Soviet Union, and the United States. The axis powers are Germany, Italy, and Japan. The two sides are fighting each other one for world domination the other to keep the world safe for freedom.

① The cartoon is describing the world as it was during the period of WW2. Hitler is the biggest clue, with <sup>the</sup> trademark swastika of the NAZI party. ② The countries are grouped in this way, US, UK, France and the Soviet Union making up the Allied powers. (with Uncle Sam leading the way - he & Hitler are the most dominant figures.) and Germany, Italy and Japan facing off, composing the central Powers. This was the map for this major world conflict.

41.

1

The cartoon takes place during WWII. It portrays world leaders fighting for power. They're all fighting for or with European nations.

41.

1

World war II Because All these countries  
were at war at the time fighting  
for freedom.

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